

# Teaching ELLs in the Classroom

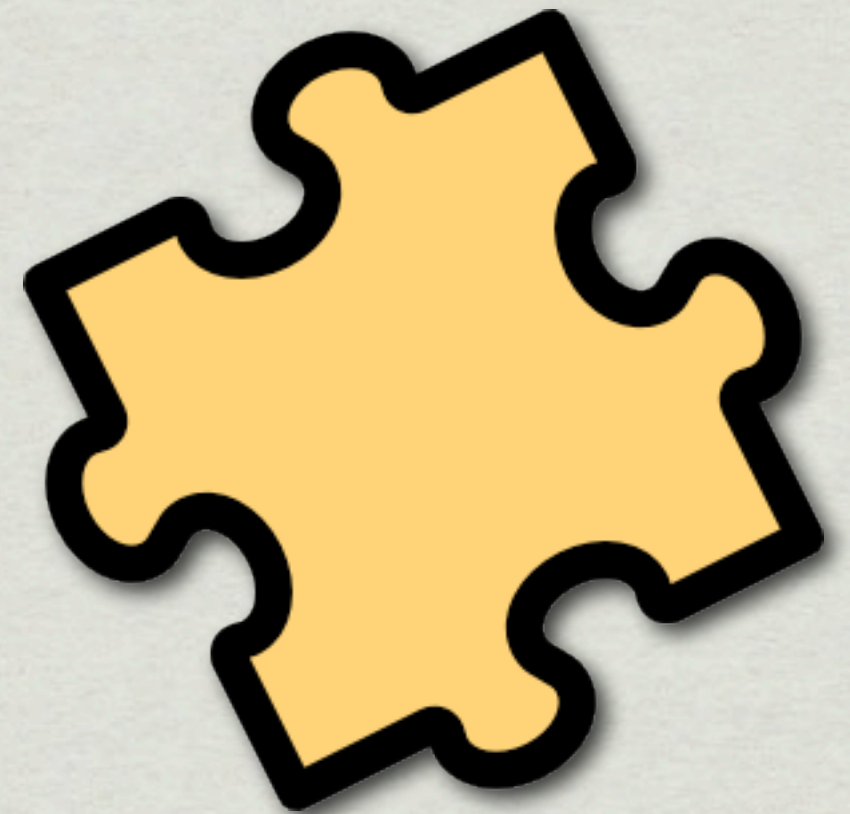


November 26, 2010



# PHOTO FLUENCY STRATEGY

1. From the table, select a photo piece that relates to you in some way.
2. Find your photo puzzle piece partner and sit with him/her.
3. Share with her/him why you chose that particular photo.





# AGENDA

- |                                       |                                   |
|---------------------------------------|-----------------------------------|
| I. Introduction                       | VI. Sort Activity                 |
| II. Strategies Share                  | VII. Sheltered Instruction Basics |
| III. Sample MSOL Lesson               | VIII. Teaching Korean students    |
| IV. Coffee Break                      | IX. Reflection Activity           |
| V. Second Language Acquisition Basics |                                   |



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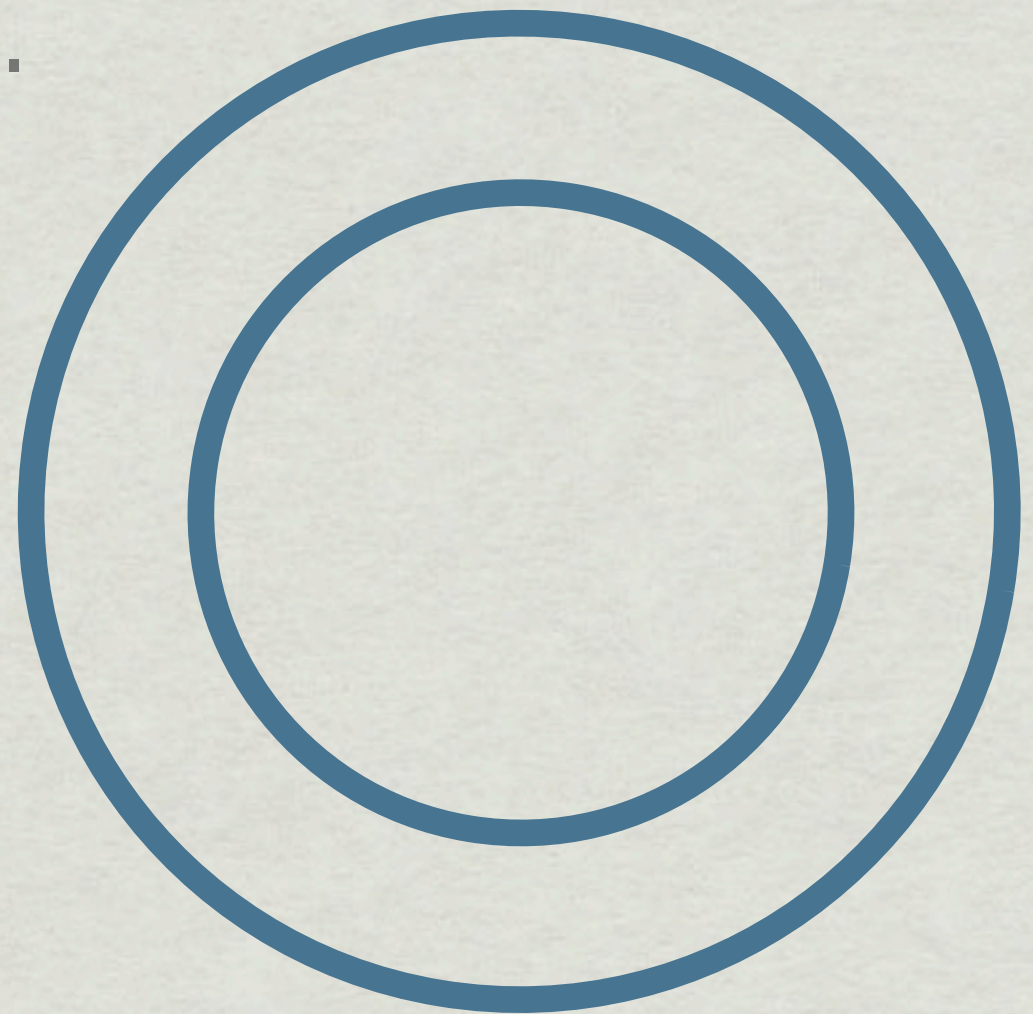


WHY?



# STRATEGIES SHARE

1. Jot down on notecard.
2. Form two circles.
3. Share.
4. Rotate.
5. (Re)View.





# MODEL MANDARIN LESSON

1. Observe.

2. Consider.





# EFFECTIVE ESOL INSTRUCTION

- ✱ Use visual cues, like pictures, words on the board.
- ✱ Teach close to students - Proximics
- ✱ Use hand and body gestures.
- ✱ Speak slowly.
- ✱ Use simple vocabulary.
- ✱ Use repetition.
- ✱ Use manipulatives, realia.
- ✱ Give wait time.
- ✱ Give immediate feedback and positive reinforcement.
- ✱ Encourage all students to participate.
- ✱ If possible, use first language (L1) to support learning in target language (L2).



# Coffee Break



# SECOND LANGUAGE ACQUISITION CONSIDERATIONS

- ✱ Social vs. Academic Language
- ✱ Affective Filter
- ✱ Comprehensible Input





# ACTIVITY - STAGES SORT

- ✱ With your tablemates, recreate the table.
- ✱ Discuss the implications of its content in your teaching.





# Activity - Laundry Archaeology



# WHAT IS SHELTERED INSTRUCTION?

- ✱ Sheltered instruction is a means for making grade-level content more accessible for ELLs while also promoting English language development.
- ✱ This approach combines second language acquisition strategies with content area instruction.
- ✱ Sheltered instruction teaches academic subject matter and its associated vocabulary, concepts, and skills by using language and context to make the information comprehensible to ELLs.



# WHAT SHELTERED INSTRUCTION IS NOT

- \* Traditional ESL
- \* Content Remediation
- \* Teaching Lower Grade Level Content
- \* Watered Down Curriculum
- \* Taught by an ESL Specialist



## WHO IS SHELTERED INSTRUCTION FOR?

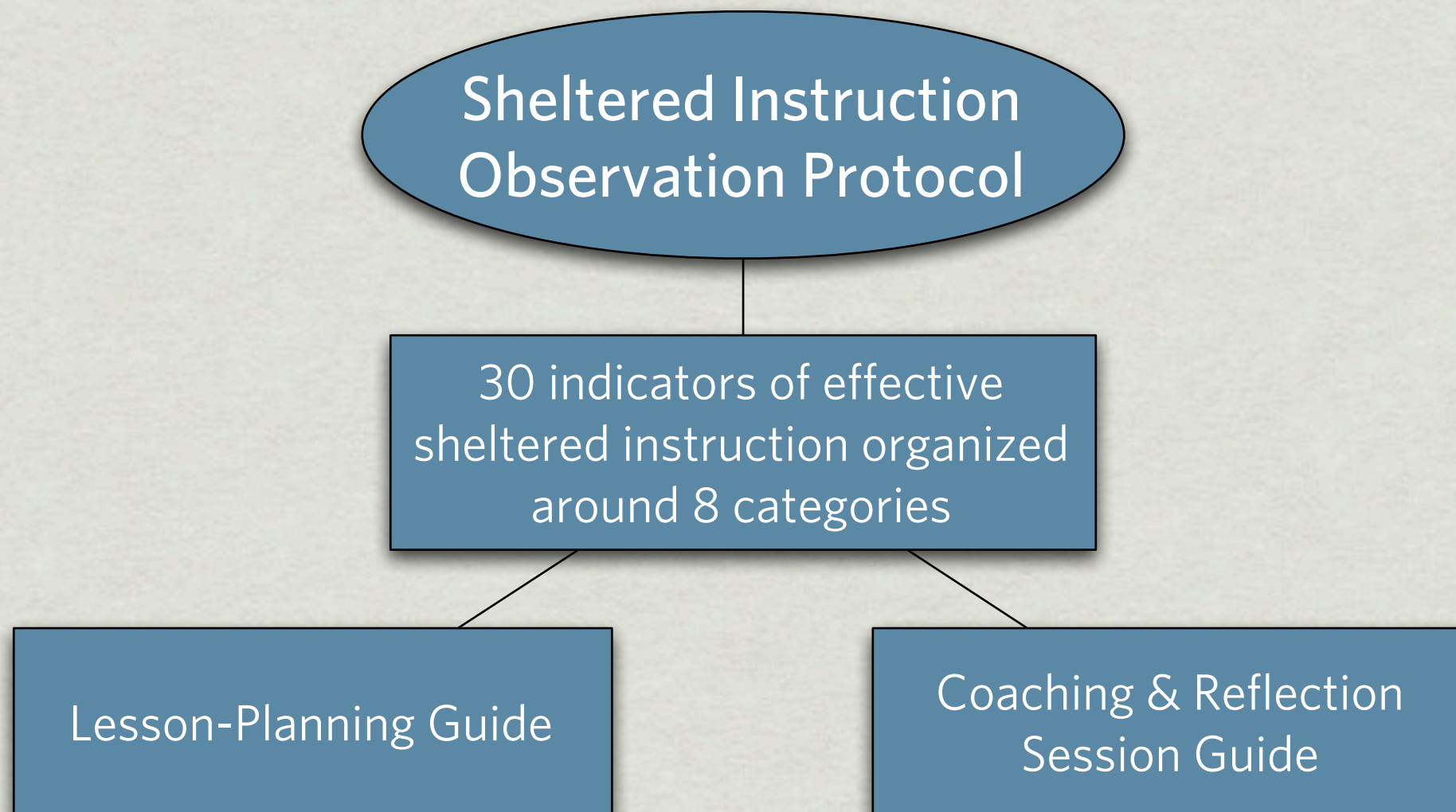
- \* ELLs
- \* Students at an intermediate level of English language skills
- \* Students who need to earn credits and acquire content area knowledge

## Who It is NOT For?

- \* Native English speakers
- \* Immigrant newcomers
- \* Students at a beginner level of English language skills
- \* Students who are already successful in the regular classroom



# WHAT IS THE SIOP MODEL?





# FEATURES UNIQUE TO SHELTERED INSTRUCTION

- \* Adapted content
- \* Language objectives
- \* Clarification in L1
- \* Appropriate speech for proficiency level
- \* Supplementary materials
- \* Student background experiences
- \* Keynote
- \* Wait Time



# FEATURES SHARED BY SHELTERED AND EFFECTIVE INSTRUCTION

- \*Strategies
- \*Scaffolding
- \*Students engaged
- \*Content objectives
- \*Vocabulary review
- \*Hands-on materials
- \*Feedback provided
- \*Meaningful activities
- \*Links to past learning
- \*Review and assessment
- \*Clear explanation of tasks
- \*Supplementary materials
- \*Higher-order thinking skills
- \*Variety of grouping strategies
- \*Pacing



# EFFECTIVE INSTRUCTION

1. Individual, independent vocabulary work
2. Wrote definitions
3. Read silently to themselves
4. Class discussion
5. Completed worksheet about purchases
6. Review and closure
7. Reviewed vocabulary orally
8. Teacher-centered: text and paper and pencil tasks
9. Review and closure
10. Introduction of lesson with review
11. Teacher-led discussion
12. Read text, using independent, silent reading
13. Completed assignments individually, then compared scores with partners



# SHELTERED INSTRUCTION

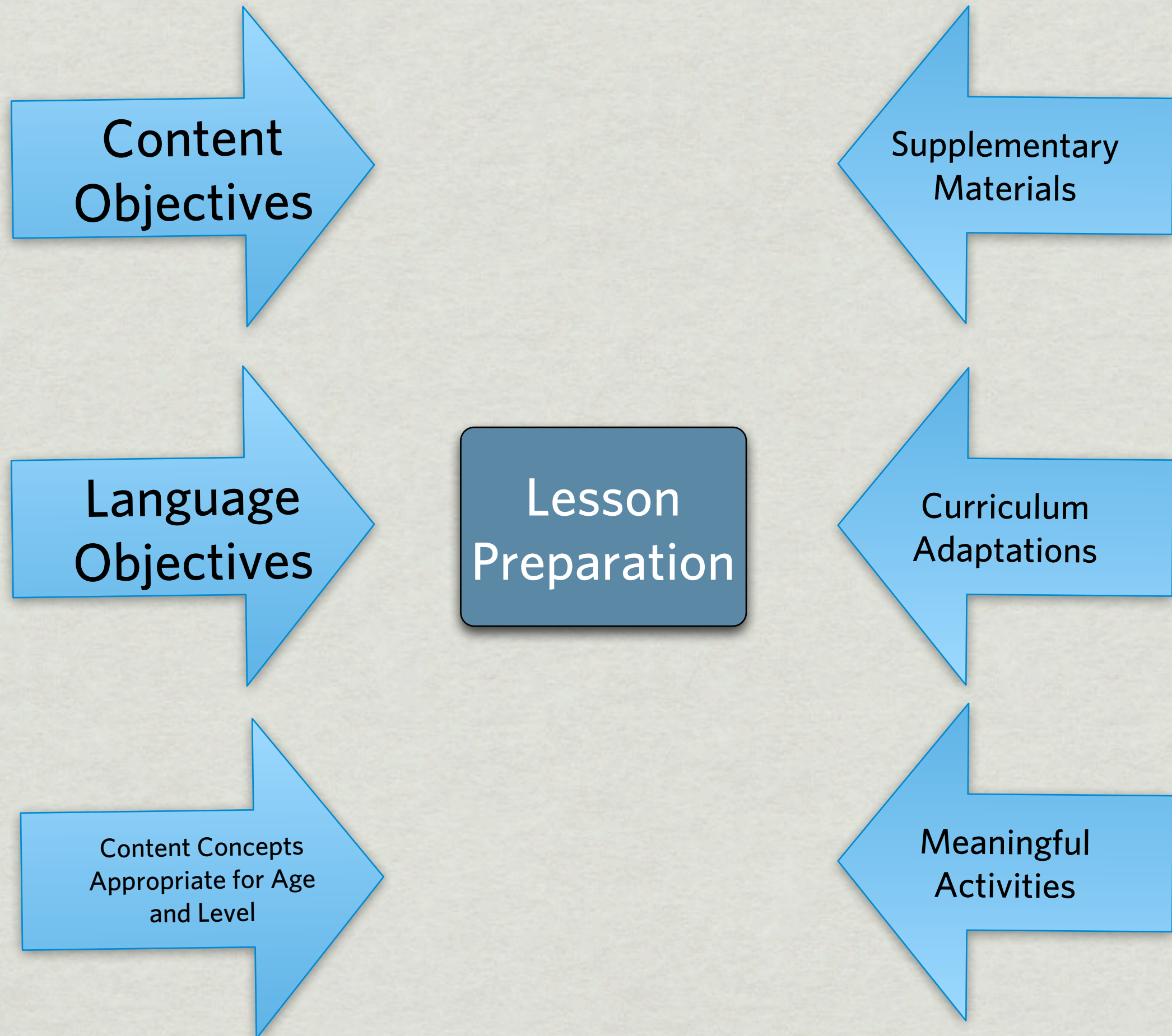
1. Vocabulary work done in small groups
2. Reported definitions aloud, paraphrasing
3. Read aloud in groups with support
4. Class discussion with visuals (realia, writing on board)
5. Hands on activity
6. Review and closure
7. Reviewed vocabulary orally with words written for reference
8. Student-centered hands on activity
9. Review and closure
10. Introduction of lesson with review
11. Discussion in pairs, teacher writes conclusions on overhead
12. Read text using variety of reading options and checked for understanding
13. Completed assignments as a game, compared scores across groups



# SIOP MODEL COMPONENTS

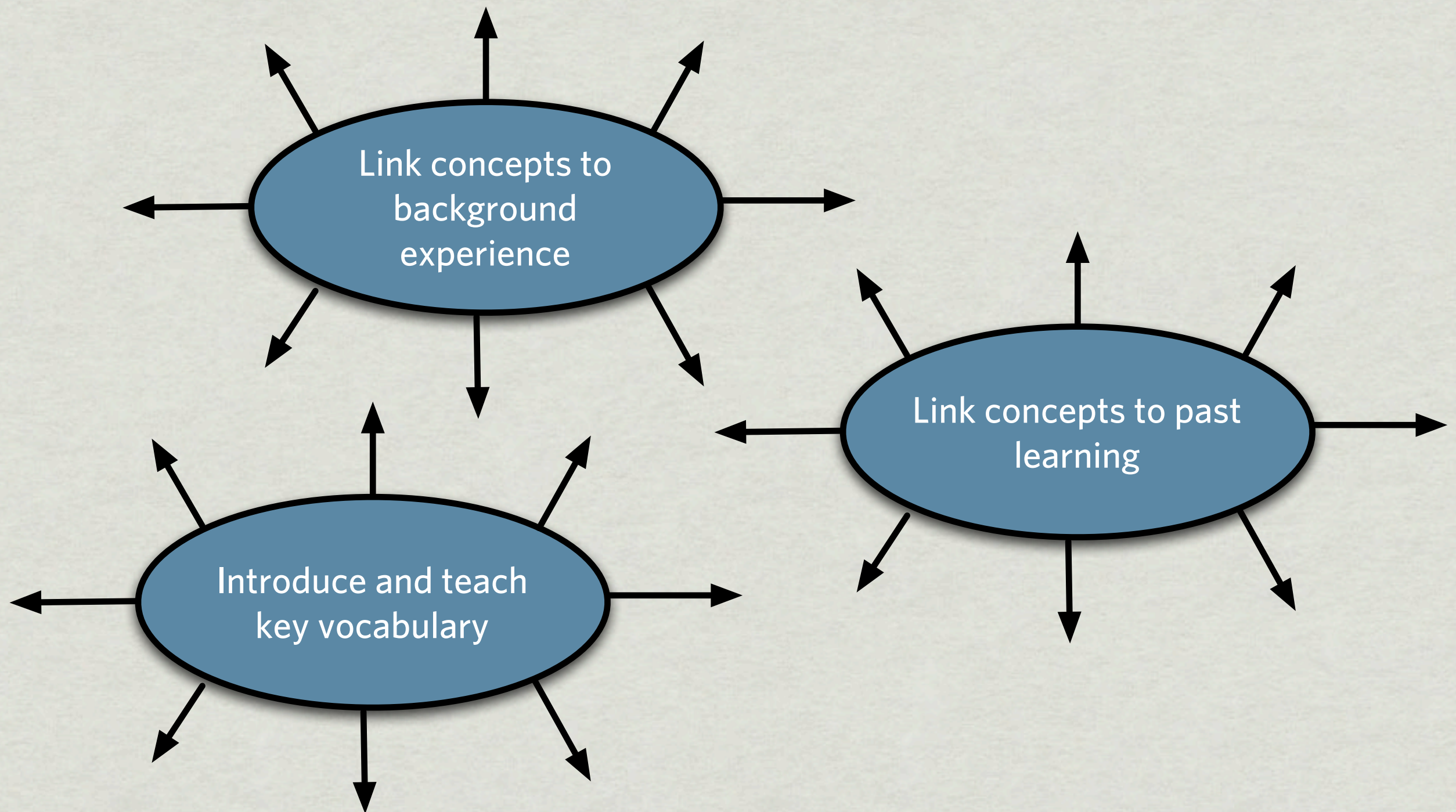
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|-------------------------|-------------------------|
| 1. Lesson Preparation   | 5. Interaction          |
| 2. Building Background  | 6. Practice/Application |
| 3. Comprehensible Input | 7. Lesson Delivery      |
| 4. Strategies           | 8. Review/Assessment    |







# BUILDING BACKGROUND





# COMPREHENSIBLE INPUT

- \* Tasks are clear and easy to follow
- \* Visuals, body language, models used to make content accessible
- \* Words and sentences are clearly articulated



# STRATEGIES



**PROVIDE OPPORTUNITIES FOR STUDENTS TO USE STRATEGIES**

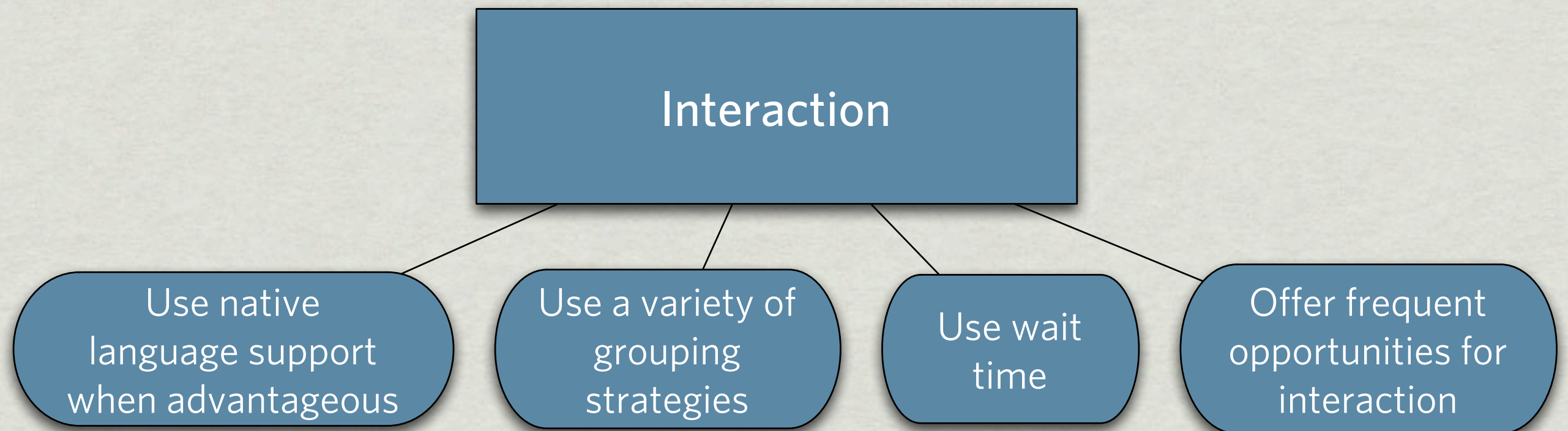


**USE SCAFFOLDING TECHNIQUES CONSISTENTLY**



**USE A VARIETY OF QUESTION TYPES**



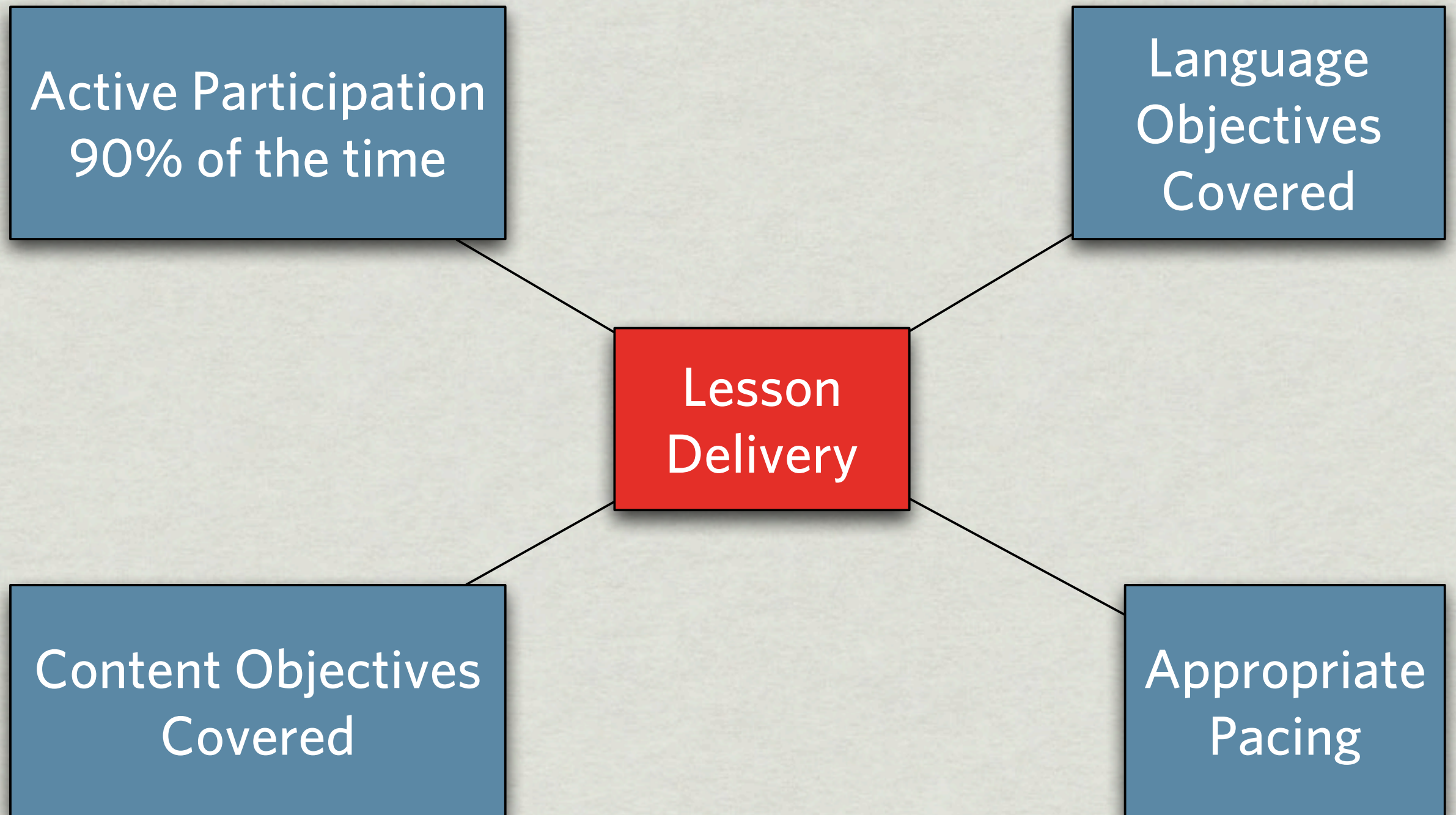




# PRACTICE/APPLICATION

- \* Provide practice opportunities for students to apply content and language objectives
- \* Use hands-on activities, manipulatives and realia
- \* Integrate listening, speaking, reading, and writing







# REVIEW/ASSESSMENT

- \* Provide feedback regularly
- \* Provide a variety of pathways for students to demonstrate mastery of knowledge and skills.
- \* Review key concepts and vocabulary



# Activity - Modified Jigsaw

1. Each member of the table group will read a different passage from *Confucius Meets Piaget*.
2. Share three key ideas from your section with your group.



# Reflection Activity

- ✱ On your notes sheet, reflect briefly on one or two things you learned during the workshop.
- ✱ **However, you may not use the letter **e** in your reflection.**
- ✱ We will share your reflections.